

Curriculum Content Framework

HOUSING AND INTERIOR DESIGN

Grade Level: 9, 10, 11, 12
CIP Code: 20.0110

Semester Course

Prerequisites: TP Foundation Core
Course Code:

Course Description: Housing and Interior Design focuses on personal and family housing needs, options for meeting those needs, and the role of the housing industry in the economy. Emphasis is given to the development of competencies related to housing needs of the individual and family; housing options; trends in housing; financial and legal commitments related to housing; home construction; art principles as applied to housing and interiors; selection, care, and arrangement of home furnishings and appliances; energy conservation; jobs and career opportunities in housing and interior design; and the effect of technology on housing. Upon completion of the course, a student should be prepared to make wise decisions in obtaining and maintaining personal and family shelter.

TABLE OF CONTENTS

	Page
Unit 1: Housing Needs	299
Unit 2: Construction	304
Unit 3: Furnishings and Design	310
Unit 4: Maintenance, Safety, and Security	314
Unit 5: Careers	318



Unit 1: Housing Needs

15 Class Periods

Terminology: Archaeologist, climate, condominium, culture, duplex, earth berm, eviction, exposure, housing, lease, lessee, lessor, lien, location, modular, prefabricated, security deposit, sublet, technology, tenant, time-sharing, utilities

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 (define) Terms related to housing needs		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

1.2 (discuss) Prehistoric and past housing trends	1.2.1 Relate the influence of past housing trends on present housing.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]; interprets drawings to obtain factual information [1.3.17]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		Interpersonal	Writing	Records data [1.6.16]; summarizes written information [1.6.17]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
1.3 (describe) Present housing trends		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.4 (predict) Future housing trends	1.4.1 Discuss the influence of technology on housing industry and future housing trends.	Foundation	Listening	Listens for long-term contexts [1.2.7]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

1.5 (discuss) Major challenges in the area of housing today and in the future		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Summarizes written information [1.6.17]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.6 (list) Individual and family needs affecting housing choices	1.6.1 Discuss the relationship between individuals, families, and housing.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

1.7 (discuss) Factors which influence the need for housing	1.7.1 Compare housing needs of individuals in different stages of the life cycle.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.8 (describe) Special housing needs for a disabled or elderly person	1.8.1 Suggest housing modifications for a family member with special needs.	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Draws conclusions from what is read [1.3.12]; applies/understands technical terms that pertain to subject [1.3.6]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
		Thinking	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]
			Knowing How to Learn	Applies new knowledge and skills to plan housing to meet specific needs [4.3.1]

1.9 (discuss) Decision-making process as it relates to housing choices	1.9.1 Apply the decision-making process to housing choices.	Foundation	Listening	Comprehends ideas and concepts related to the decision-making process [1.2.1]; listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]; applies information to new situations [1.3.5]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Thinking	Decision Making	Comprehends ideas and concepts related to the decision-making process [4.2.2]; demonstrates decision-making skills [4.2.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.10 (list) Factors to consider in the selection of a location for living		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
1.11 (name) Advantages and disadvantages of renting, leasing, and buying	1.11.1 Figure the costs of housing options.	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
			Listening	Evaluates oral information/presentation [1.2.2]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

<p>1.12 (state) Steps involved in buying a home</p>	<p>1.12.1 Describe the financial and legal commitments involved in buying a home.</p>	<p>Foundation</p>	<p>Arithmetic/ Mathematics</p> <p>Listening</p> <p>Reading</p> <p>Speaking</p> <p>Writing</p>	<p>Comprehends mathematical ideas and concepts related to buying a home [1.1.13]</p> <p>Listens for content [1.2.3]; listens to follow directions [1.2.6]</p> <p>Comprehends written information for main ideas [1.3.7]</p> <p>Organizes ideas and communicates oral messages to listeners [1.5.7]</p> <p>Writes logical and understandable sentences [1.6.23]; organizes information into an appropriate format [1.6.10]</p>
---	---	-------------------	---	---

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.13 (name) Resources that provide assistance to persons buying a home		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
1.14 (compare) Methods of moving		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 2: Construction

25 Class Periods

Terminology: Architecture, blueprint, casement, classical, cornice, dormer, double-hung, duct, eaves, elevation, floor plan, gable, gambrel roof, glazing, hip roof,

insulation, mansard roof, orientation, overhang, palladian, plumb, R value, soffit, vapor barrier, weather stripping

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 (match) Terms related to construction		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.2 (describe) Development and features of architectural styles	2.2.1 Identify styles of architecture.	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]; interprets drawings to obtain factual information [1.3.17]
		Thinking	Writing	Applies/Uses technical words and concepts [1.6.4]; organizes information into an appropriate format [1.6.10]
			Knowing How to Learn	Applies new knowledge and skills to identify architectural styles [4.3.1]
	2.2.2 Identify roof shapes.	Foundation	Reading	Follows written directions [1.3.13]; interprets drawings to obtain factual information [1.3.17]
		Thinking	Writing	Applies/Uses technical words and concepts [1.6.4]; writes appropriate entries [1.6.22]
			Knowing How to Learn	Applies new knowledge and skills to identify roof shapes [4.3.1]

	2.2.3 Identify types of windows.	Foundation	Reading	Follows written directions [1.3.13]; interprets drawings to obtain factual information [1.3.17]
			Writing	Applies/Uses technical words and concepts [1.6.4]; writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to identify window types [4.3.1]
2.3 (match) Basic structural features and their purposes in housing construction		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.4 (list) Factors involved in evaluating floor plans and blueprints	2.4.1 Evaluate a floor plan or blueprint.	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]; follows written directions [1.3.13]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Problem Solving	Interprets drawings to solve design problems [4.4.7]
2.5 (match) Symbols and abbreviations on blueprints with meanings and identifications	2.5.1 Identify housing symbols and abbreviations on blueprints.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Applies/Understands technical words that pertain to subject [1.3.6]; interprets drawings to obtain factual information [1.3.17]
			Writing	Writes appropriate entries [1.6.22]

2.6 (discuss) Use of CAD (Computer-Aided Design) in the design of architectural plans		Foundation	Listening	Listens for content [1.2.3]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Records data [1.6.16]; summarizes written information [1.6.17]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.7 (explain) Functions of lighting	2.7.1 Relate the effects of design and construction on lighting.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to energy [1.4.14]
			Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]; participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Summarizes written information [1.6.17]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]

2.8 (state) Guidelines for selecting appropriate lighting fixtures	2.8.1 Plan lighting for a one bedroom apartment.	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Science	Describes/Explains scientific principles related to energy [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.9 (describe) Efficient work areas in the home	2.9.1 Identify kitchen work centers and layouts.	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Listening	Evaluates oral information/presentation [1.2.2]; listens to follow directions [1.2.6]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]; interprets drawings to obtain factual information [1.3.17]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]

	2.9.2 Plan a convenient and efficient work area.	Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to kitchen planning [1.1.4]; draws to scale [1.1.20]
			Listening	Listens to follow directions [1.2.6]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.10 (discuss) Storage needs in the home	2.10.1 Plan a convenient and efficient storage area.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Summarizes written information [1.6.17]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]; develops visual aids to create audience interest [4.1.4]

2.11 (explain) Energy conservation measures in home design, construction, and equipment		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
		Thinking	Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]
			Writing	Records data [1.6.16]; presents answers/conclusions in a clear and understandable form [1.6.13]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 3: Furnishings and Design

30-35 Class Periods

Terminology: Armoire, blinds, cabriole leg, café curtain, case goods, claw-and-ball foot, cornice, decorative accessories, eclectic, functional accessories, gateleg table, highboy, hutch, lambrequin, pile, pocket hem, promotional furniture, resilience, space, swag, terrazzo, traverse rod, turning, valance, veneer, wing chair

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 (match) Terms related to furnishings and design		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 (define) Elements and principles of design as related to housing	3.2.1 Apply the elements of design in a room.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; applies/uses technical words and concepts [1.6.4]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Knowing How to Learn	Uses available resources to apply new skills [4.3.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	3.2.2 Apply the principles of design in a room.	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Applies/Uses technical words and concepts [1.6.4]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Knowing How to Learn	Uses available resources to apply new skills [4.3.6]

3.3 (name) Characteristics of backgrounds for specific rooms	3.3.1 Select appropriate backgrounds for specific rooms.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.4 (describe) Major features of specific periods and styles of furniture design	3.4.1 Identify periods and styles of furniture design.	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Interprets drawings to obtain factual information [1.3.17]; identifies relevant details, facts, and specifications [1.3.16]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; applies/uses technical words and concepts [1.6.4]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to identify periods and styles of furniture design [4.3.1]

3.5 (suggest) Guidelines in the selection of furniture	3.5.1 Apply the elements and principles of design to the selection of furniture.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Creative Thinking	Combines ideas or information in new way [4.1.2]
			Knowing How to Learn	Applies new knowledge and skills to apply elements and principles of design to furniture selection [4.3.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.6 (state) Guidelines in the arrangement of furniture	3.6.1 Apply the elements and principles of design to the arrangement of furniture on a scale drawing of a specific room.	Foundation	Arithmetic/ Mathematics	Draws to scale [1.1.20]
			Listening	Comprehends ideas and concepts related to arrangement of furniture [1.2.1]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]; applies information to new situations [1.3.5]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; organizes information into an appropriate format [1.6.10]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]

3.7 (name) Factors that influence the selection of household linens, dinnerware, and accessories	3.7.1 Select linens, dinnerware, and accessories for traditional, country, and contemporary style homes.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]
			Knowing How to Learn	Uses available resources to apply new skills [4.3.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.8 (list) Factors to consider when selecting major appliances	3.8.1 Compare major appliances relative to labor saving capacity and consumption of energy.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]; analyzes and applies what has been read to specific task [1.3.2]
			Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]; describes/explains scientific principles related to energy [1.4.14]
			Speaking	Asks questions to obtain information [1.5.4]; participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]

Unit 4: Maintenance, Safety, and Security

10 Class Periods

Terminology: Acoustical tile, adhesive, caulking, circuit, circuit breaker, combustible, dead-bolt lock, decibel, electrical outlet, enamel, epoxy, flashing, fuse, grout, latex, maintenance, opaque, primer, putty, solvent, spring latch, translucent, voltage, warranty, wattage

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 (match) Terms related to maintenance, safety, and security		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.2 (describe) Home maintenance and care procedures	4.2.1 Develop a plan for daily, weekly, and occasional maintenance of a two bedroom house or apartment.	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]; constructs graphs/ charts/tables [1.1.16]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]

	4.2.2 Compile a checklist for seasonal maintenance inside and outside the home.	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]; constructs graphs/ charts/tables [1.1.16]
			Listening	Listens for conversation [1.2.4]
			Reading	Follows written directions [1.3.13]
			Writing	Organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.3 (list) Basic equipment and supplies for care and maintenance of the home		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Writes logical and understandable sentences [1.6.23]
4.4 (discuss) Care techniques for home furnishings	4.4.1 Demonstrate the care of a selected home furnishings item.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Speaking	Participates in conversation discussion, and group presentations [1.5.8]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]

4.5 (match) Basic tools and supplies for minor household repairs with their uses	4.5.1 Determine basic tools and supplies needed for minor household repairs.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]; comprehends written information and applies it to a task [1.3.8]
			Writing	Applies/Uses technical words and concepts [1.6.4]
		Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]
4.6 (explain) Procedures for minor household repairs and improvements		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.7 (state) Safety tips to follow when making repairs and performing maintenance		Foundation Thinking	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to safety [1.4.14]; follows safety guidelines [1.4.16]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
4.8 (describe) Safety measures to keep a home safe and secure		Foundation Thinking	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to safety [1.4.14]; follows safety guidelines [1.4.16]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Creative Thinking	Forms opinions [4.1.7]

4.9 (name) Ways to improve home security	4.9.1 Evaluate safety and security measures in a home.	Foundation	Listening	Comprehends ideas and concepts related to home safety [1.2.1]; listens to follow directions [1.2.6]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to safety [1.4.14]; follows safety guidelines [1.4.16]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.10 (describe) Modifications to meet the safety and security needs of the elderly and physically disabled		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Applies/Understands technical terms that pertain to subject [1.3.6]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]

Unit 5: Careers

5 Class Periods

Terminology: Apprenticeship, aptitude, career, career ladder, entrepreneur, entry level jobs, internships, job, merchandising, on-the-job training, paraprofessional, post secondary/adult, professional, proprietor, trade, university degree, vocation

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 (match) Terms related to careers		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.2 (name) Career opportunities in housing and interior design	5.2.1 Evaluate job and career opportunities available in housing and interior design.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Uses standard occupational resource materials [1.3.22]; identifies relevant details, facts, and specifications [1.3.16]
			Writing	Records data [1.6.16]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]; develops skills to locate, evaluate, and interpret career information [3.1.4]

5.3 (list) Factors contributing to employability in jobs related to housing and interior design	5.3.1 Analyze personal abilities and priorities concerning career choices.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Summarizes written information [1.6.17]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]
			Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.4 (discuss) Effect of technology on housing careers		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]